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ABSTRACT

This curriculum is designed to increase middle level students' understanding of positive leadership through ethical decision making, and to help them apply knowledge learned to realistic situations. The program objectives are to: (1) provide students with an understanding of the characteristics needed for positive leadership; (2) provide participants with a system of principles based on values and ethics that promote positive leadership; (3) provide participants with definitions of values and ethics; (4) develop an understanding of how values and ethics are acquired; (5) develop a personal and school/community creed; (6) provide participants with a process for making ethical decisions; (7) provide participants with the opportunity to explore the application of ethical values to school and society; and (8) develop an understanding of the relationship between values and ethics and leadership. Fifteen class period units are provided which combine cognitive learning, interactive exercises, and small group discussions. The units address: (1) positive leadership characteristics; (2) choices and values; (3) how and when values are acquired; (4) community social values; (5) making good choices; (6) group dilemma; (7) individual group dilemma; (8) small group dilemma reports; (9) leadership license; (10) follow-ups; and (11) evaluation. Each unit includes specific activities, objectives, materials lists, process guidelines, and student assignments. Eleven student handouts are also included. (SD)

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License to Lead

A Middle Level Curriculum that Develops Awareness
of Positive Leadership and Decision Making
in the School and Community

By David Lankford & Linda McKay

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IN
DEDICATION
AND
MEMORY

To

Dale D. Hawley for his courage, conviction and
ceaseless support. As director of NASSP's

Department of Student Activities, he visited a Missouri school
to experience Ethical Decision Making in the Workplace and
Society. His response was immediate: "We have to bring these
materials to schools throughout the country." He showed us
how to do it. When the high school program was well on the
path to national distribution, he posed the next challenge:
"Now, what are we going to do for middle school?" Dale's
vision and total commitment to youth inspired the develop-
ment of *License to Lead*.

ABOUT

THE

PROGRAM

DEVELOPERS

Linda McKay and David Lankford were integrally involved in the genesis of a workshop for high school seniors called *Ethical Decision-Making in the Workplace and Society*. McKay is coordinator of the Personal Responsibility Education Process (PREP) for the Cooperating School Districts in St. Louis, Missouri. PREP is a school/business/community partnership involving more than 213,000 students from 30 St. Louis school districts in ongoing character education. She serves on the board of the national Character Education Partnership and recently co-developed *How to PREP*, a collection of activities, lesson plans, and course outlines for implementing character education in grades pre-K–12. Lankford, as vice president of Education for the Missouri Chamber of Commerce and a former high school teacher, has developed and implemented numerous economic education programs for teachers and students at the middle school, high school, and college levels throughout the state. For 17 years, he has organized graduate credit tours for teachers and leadership forums for high school students. Both Lankford and McKay have worked with high schools on a local and national level in furthering the development of character education.

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introduction

Leadership is not the property of a few, but a dimension that must be nurtured, developed and exercised in all of us. *License to Lead* challenges the way students look at this quality, raising their awareness that they must be leaders in the context of their own lives, among their friends, within their families, and as members of the community. When they complete the course they no longer ask, "Am I a leader?" but "What kind of leader am I?" They realize it is not a question they answer once, but again and again throughout their lives. They answer the question with a confidence rooted in the personal values they believe in and act upon. The course:

- Examines characteristics needed for positive leadership.
- Shows how one's leadership is based on personal, chosen values.
- Provides a system of principles based on values and ethics that promote positive leadership.
- Defines values and ethics.
- Recognizes how values and ethics are acquired.
- Guides the development of a school/community creed.
- Introduces a process for making ethical decisions.
- Explores the application of ethical values to school and society.
- Develops an understanding of the relationship between values, ethics, and leadership.

This curriculum combines cognitive learning, interactive exercises, small group discussion, an ethical decision-making process, and opportunities to apply the process to realistic situations within the school environment and society. Working collaboratively with teachers and parents, we developed a course specifically for students from sixth through ninth grade. Field tests have shown that the essential element for success at this level is the presence of a teacher the students know and trust, one who provides a high comfort level for open, candid discussion. As a result, the course is facilitated by the teacher and divided into units that fit class schedules at the middle level. Each unit builds upon the one before it.

Schools have offered *License to Lead* during homeroom and advisory sessions or as a part of social studies, English, family living, health, and other courses. Some have combined two class periods to allow more time for exploration and discussion of each unit. The content and activities invite the involvement of parents, older students, and members of the community.

The versatility of the curriculum encourages creativity in designing a course that fits the needs of the school community. Judy Owens and Annalee Nissenholtz, counselors from two schools in the Maplewood-Richmond Heights district in St. Louis, Mo., recognized the curriculum's ability to empower youth and felt the transition period from elementary to middle level was an optimum time to strengthen their sense of personal leadership. They condensed the materials into a half-day workshop that involved community and business leaders as table leaders for discussions with the sixth grade students. These young people identified characteristics that command their respect and help them as individuals become

positive leaders. They examined ways to handle peer pressure as they looked at ethical dilemmas related to their social and academic environment.

Owens and Nissenholz recognized the value of the material and were confident they could modify the course to effectively communicate the content to sixth grade students. Their desire to reach younger students mirrors our motivation in the development of *License to Lead*.

The course was adapted from a workshop for high school seniors called Ethical Decision-Making in the Workplace and Society. This workshop resulted from a collaborative effort involving a team of parents, students, staff, and administrators from the School District of Clayton, Mo., representatives from the Missouri and U.S. Chambers of Commerce, McDonnell Douglas Corporation, Emerson Electric, Ernst & Young, and Pizza Hut, Inc. The curriculum, published by NASSP in 1991, is now in its second printing.

As the workshop gained in popularity with a national audience of schools and districts, people raised the question, "What can we do for younger students?" We responded by bringing people from the educational and corporate community together to adapt the curriculum to the educational and developmental level of middle school students. Teachers from more than 15 schools in the St. Louis area and Jefferson City, Mo., field tested the original design. We are grateful to the expertise and insights of the following educators: Shelley Berg, Jim Boland, Joanne Booker, John Breen, Connie Burkhardt, Phyllis Burton, Michelle Chambers, Frank Fischel, David Kanne, Mary Jo Patterson, Terry Proffitt, Amy Richards, Sue Rimmer, Stan Scheer, Ginny Schenck, Willa Sloan, Christie Thissen and Marianne Walker. Their experiences, evaluations, and suggestions refined the curriculum and created a truly effective learning tool.

This tool engages students in the challenge of personal leadership, encouraging their understanding and commitment to the conscious consideration of character traits and values that will shape the contours of their lives. But the tool is useless without people like you—educators, parents, business and civic leaders—who willingly invest the time and energy to bring it to the youth of your community. We thank you for joining with us.

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PROGRAM

OBJECTIVES

License To Lead

License To Lead is a program designed to increase a sixth, seventh, eighth, or ninth grade young person's understanding of positive leadership through ethical decision making. This program provides an excellent opportunity for parents, schools, and community organizations to join in partnership for developing attitudes to become better citizens.

Program Objectives

1. Provide students with an understanding of the characteristics needed for positive leadership.
2. Provide participants with a system of principles based on values and ethics that promote positive leadership.
3. Provide participants with definitions of values and ethics.
4. Develop an understanding of how values and ethics are acquired.
5. Develop a personal and school/community creed.
6. Provide participants with a process for making ethical decisions.
7. Provide participants with the opportunity to explore the application of ethical values to school and society.
8. Develop an understanding of the relationship between values and ethics and leadership.

Program Mechanics

This program can be presented in a homeroom setting, in a classroom, or half-day seminar. It is suggested the program be done in ten 30 minute segments with an option for four or five follow-up sessions.

The students are to be divided into small groups of five to seven (make sure you have a "positive student leader" in each group). Most discussion/activity will be done in these small groups.

All necessary handouts referred to in the lessons are located in the "Student Handout" section. Teachers are encouraged to have students keep a notebook or folder with all *License to Lead* materials.

Opportunities for students to work with their families are integrated throughout the program.

Adults from outside the school may also be used as part of the individual sessions as well as having students visit community leaders as a part of the role model segment.

sample letter

Sample Letter to Parents before program begins

SCHOOL DISTRICT OF MORGAN COUNTY
7310 Cole Camp Road • Guthrie, Missouri 63143
Richard A. Benson, Ed. D., Superintendent

BECKEL SCHOOL
3431 Cambridge Ave
Guthrie, Missouri 631453

FRANK G. JONES
Principal

April 17, 1995

Dear Seventh Grade Parents:

Beginning Monday, April 24, our students will be participating in a program to help them understand how to be a positive leader for themselves, their school, and the community. *License to Lead* is a nationally distributed program.

Over the next three weeks, we will be discussing peer pressure, leadership characteristics, decision-making and positive leadership. They will be bringing home surveys on their personal values as well as family and societal values. Please take the time to discuss these surveys with them.

As a part of the follow-up, they will be viewing several TV programs and possibly a movie, and they will listen to several popular songs. By comparing our societal values with the programs and music, the students will be able to see whether these values are supported or degraded.

This is a wonderful opportunity for our students to learn how to be positive leaders for themselves, their home, our school, and our community.

If you have any questions about this program, please contact me.

Sincerely,

Judy Sparks
7th grade teacher

Activity: Positive Leadership Characteristics

Objective: Students will recognize characteristics of leaders.

Time: 30 minutes

Equipment/Material Needed: Overhead projector, blank transparencies or chalkboard, "Twenty Characteristics For Leadership" handout

Process:

Choose one of these options to begin this class:

- Ask students to name people they recognize as positive leaders. They can be school, community, national and international leaders. List them on the board. Compliment the students on their list of leaders. ("These certainly are leaders. We look up to these people don't we? They speak for us, make laws, they have power—they lead!")

- or -

- Hang pictures of famous leaders around the room. Ask students to stand by the picture of the person they admire the most (as a leader) and be ready to tell why they feel that way.

Ask students to name the *characteristics* that they think make these people great leaders (e.g. smart, nice looking, well dressed, talented, popular). If characteristics like "popular" are suggested, ask students "What makes them popular?" Pass out list of "Twenty Characteristics For Leadership." Mention the ones that the students had suggested.

Ask the students if there are other people who are leaders who don't hold "official" positions (e.g. mom, dad, grandparent, friend)? What about an average high school student, not involved in sports or student government, who skips school and talks two of his friends into joining him? He lies to his parents and the principal, and breaks several laws in the process of skipping school. Does this sound like a leader? Maybe not, but he is. Millions of teens throughout the country idolize this young man called Ferris Beuhler.

There are different ways to lead. What kind of leadership would you call this example? Positive or negative? If millions of teens chose to follow this example of leadership, what would be the consequences?

Negative leadership is a fact of life. Our most obvious leaders—from class officers to U.S. presidents—are not immune to negative leadership. Students need to understand that leadership can be used in very different ways.

Situation: You and your best friends are in a clothing store. Your friends start whispering that they are going to steal some sweaters. How can you lead in this situation?

Choices: You can lead by going along with the group—leading by silence. You can walk away from the group—leading by disapproval. You can try to convince the group what they want to do is wrong—leading by example. All three are leadership decisions.

Ask students to suggest their own examples of positive or negative leadership. (e.g. studying, helping someone, being on time).

The question is: Why do we decide to lead in the ways we do?

Explain to the students that whether a person shows positive or negative leadership is a result of his/her values. Values are those inner standards from which you receive the motivation to act as you do and by which you judge behavior (both yours and others).

Activity: Choices and Values

Objective: Students will decide what they value and how values affect their choices and leadership in everyday living.

Time: 30 minutes

Equipment/Material Needed: Overhead projector, blank transparencies, chalkboard, or flip chart for each class. Handouts: "What's Important To Me," "Value Characteristics" and "Key Terms Defined" printed for all participants.

Process:

Ask students what choices they have made today. (Getting up, what to eat, what to wear, go to school, etc.)

How do they know they made a "good" or "right" choice in each of these situations? (Learned from parents, teachers, friends, church, etc.)

As they get older and become more a part of society and less dependent on their family—"on their own"—how will they know what is a "good" or "right" choice in high school, the workplace, etc.?

For the next several weeks, they will be looking at values, both personal and societal, and how to apply them to everyday living to help make good or right choices.

Have students fill out the checklist "What's Important To Me." (Note: before copying, check list for any that may not be appropriate for your community and delete or change.)

Ask students to go back through the list and pick 4-5 that are the most important to them and write the numbers in the blanks at the bottom. Then have them refer to the "Value Characteristics" page, find the numbers they have chosen on the left side of the page and write the corresponding words on the lines at the bottom of the page.

Refer students to "Key Terms Defined." Discuss "values" definition. Do the students think the five they have selected are the things that motivate them to act as they do?

Have students share their values with a friend. Did they have any the same? (It is natural for people to associate with people who share the same values.)

Discuss "Criteria for a Core Value." For example, ask the students if they are concerned about the environment to raise their hands. For those who raised their hands, ask them if they would be willing to share with the class what that concern is. (Air, water, noise pollution; ozone breaking down; global warming; landfills; etc.) If they are willing to state their concern, ask them to stand up. For those who are standing, ask those who are not recycling at least three items (cans, bottles, paper, etc.) to sit down. Tell the class that for those who are still standing, concern for the environment is a "core" value. (Actions speak louder than words!) This is how you know if something is a core value.

Ask the students if anyone would like to share how they are "acting" on one of their values. If they can't, these values may not be their core values.

Key Points

- Most choices we make are made without really thinking about them.
- Choices are made based on our value system.
- Values are learned.

Assignment:

Have students take home a copy of "What's Important To Me?" and "Value Characteristics." Have the family as a group complete both to identify and talk about their family's core values.

Activity: How and When Values are Acquired

Objective: Students will be able to explain the difference between values and moral values/ethics and how they are acquired.

Time: 30 minutes

Equipment/Material Needed: Handouts: "Key Terms Defined," "Values Process Model," and "Values Acquisition."

Process:

Refer to "Key Terms Defined" and review definitions of "Values" and "Criteria for a Core Value." Discuss the definitions of "Moral Values" and "Ethics." Using the examples given, explain the difference between a value and a moral value/ethic.

Refer students to "Values Process Model" and ask them to share specific examples of how the sources of influence affect their beliefs (convictions), biases (prejudices), assumptions (theories), attitudes (feelings), and ethics.

Refer students to "Value Acquisition." Explain to the students that we acquire our values in stages. Students have already gone through several stages in their lives. The first is called "imprinting" which is from birth through about 5 years (when the child starts school). As small children, we were influenced by what our parents valued (beliefs, biases, attitudes) and by our older brothers and sisters.

Share with the students something that you were "imprinted" with as a child, such as honesty. (Did you ever take something from a store when you were with your mother or father? What did they do to "imprint" you when they found out you had taken something?) Ask the students if they remember anything that their parents may have liked or disliked that they reflect in their everyday life. These are imprints.

The second stage is "modeling." This was from about age 6 until about 10 or 11. You started school and began to find other people you admired or "modeled" yourself after. They became your heroes.

Share with the students who your hero was/is (suggest an athlete, movie star, parent, friend) and what it was you admired most about him or her. How did you try to be like them? Ask several students to share who their hero is and why? Point out to students that although we go through these stages, even though we may mature into the next stage, we will continue to be affected by them.

How is this stage appealed to in advertising? Show examples from magazines or newspapers of athletes, music/movie/TV celebrities endorsements.

The third stage is "socialization." This is the stage students are in now (early teens). The "group" is the greatest influence in your life. Being popular and being seen with the "right" people is everything. You have to wear the "right" clothes, use the "right" expressions, etc. Ask students for some examples.

Briefly touch on the "young adult" stage (late teens—early twenties). Explain how they will test what they have learned against what they observe in the real world and, based on that testing, they will "lock in" those values that pass the test (e.g. punctuality, honesty, hard work).

Assignments:

Have the students interview someone they admire in person or by telephone and ask them what their personal values are. Give the students a reasonable time to complete their interview and/or have students make a scrapbook of heroes that they think match their core values.

class 4 & 5

Class 4

Activity: Community/Society Values

Objective: Students will understand that there are commonly held values in our society, the importance of community values, and will develop a school creed based on these values. They will also develop a personal creed.

Time: Two 25 minute sessions

Equipment/Material Needed: Handout "Community/Society Values," markers, and 6-10 poster boards; "Ethical Decision Making Model" from Class 6 for each student.

Process:

Talk about community/society based values, using "Community/Society Values" handout. (The students may add others.) Ask the students if any were mentioned by their family when they did the "Values Identification." Ask students to pick 6-10 community based values from the list. Ask why it is important for the family/community to have these values. (e.g., without commonly held values such as honesty/truthfulness our political, economic, and social institutions could not function. For example, how would our economic system function if people did not pay their bills? How could you feel safe in a car if drivers did not stay on the right side of the road or stop at stop signs? What kind of relationship would you have with your neighbors if they lied or stole from you?) Write and discuss "The Golden Rule" and its importance in our society. Reach a consensus on the ideal values for the people in "your" community.

Have students place these 6-10 values individually on a poster board.

Develop a school creed based on these community/society based values. "We the students at _____, believe that"

Have students role play this creed.

- or -

Have the students do a mural or poster illustrating their school creed. Then display them around the building or in classrooms. If the creed is acceptable to the administration and others, the illustrations can serve to reinforce and remind students of their school creed.

Class 5

Review school creed.

Develop an individual creed based on the school creed and the individual's values. "I believe that"

Have students take home a copy of their creed for discussion with family members.

Note:

In preparation for Class 6, you may type the school/community values chosen by students in the appropriate blanks on the "Ethical Decision Making Model." Run copies of the model for all participants

class 6

Activity: Making Good Choices

Objective: Students will learn a process for sorting out difficult problems. They will then use this process to suggest a solution from several alternatives based on their chosen community and personal values.

Time: 30 minutes

Equipment/Material Needed: Overhead projector and transparency of "Ethical Decision Making Model;" copies of handout "Ethical Decision Making Model."

Process:

Refer the students to the "Ethical Decision Making Model." Have them write in the blanks their own personal values. Read the following ethical dilemma to the students (a role play or charade of the dilemma could be done if time permits).

"You are getting ready to eat lunch in the cafeteria when one of your friends comes up to your table and tells you that Ms. Jones, the social studies teacher, is eating with the teachers and has left the door to her room unlocked. (You and the others at your table are scheduled to take an exam in her class this afternoon.) He asks you to watch and delay her while he runs up to her classroom and takes a look at the test. He will then share with you what he finds out.

What do you do?"

1. Define the problem and have the students write it on their sheet. Spend a minute with the circumstances out of which the problem arose. If you don't eventually deal with the circumstances, the problem will arise again.

2. The results will have a lot to do with the values you have listed as important, e.g., friendship, honesty, integrity, caring, conscience, justice, restitution.
3. List three possible solutions on the top of the line (A, B, and C) and then list the advantages and disadvantages of each solution.
4. Ask if the suggested decision (A, B, and then C) adheres to society's values and mark the appropriate line. This should give you an appropriate and ethical decision. (The personal values test should be used as a tie breaker for the society test since the students need to understand that they are not living alone but in a society and therefore should adhere to society's values.)
5. The ideal solution would be verified by their personal value test but sometimes it will not. This can lead to more discussion in the small groups or the entire group.

Note:

For Class 7, run additional copies of the "Ethical Decision Making Model" for all participants with the group's community/society values typed in the appropriate blanks.

Ethical Decision Making Model - SAMPLE

1. What is the problem? A friend wants to cheat and involve me.
What are the circumstances out of which the problem arose? The teacher left the door unlocked; some students think cheating is okay; pressure to do well in school.
2. What is/are the RESULT(S) I want to achieve? not cheat; keep my friends; feel good about what I do (conscience).
3. What are three possible solutions (decisions)?
 - A. Watch for and delay teacher and then not listen to answers

Advantages	Disadvantages
Keep friends	dishonest
	unfair to others
	conscience
 - B. refuse to participate and discourage friend from cheating

Advantages	Disadvantages
honest	may lose friends
conscience	
courage	
 - C. refuse to participate and turn the person in to the teacher

Advantages	Disadvantages
honest	lose friends
may stop others	
courage	

Solutions Tests

y = yes, n = no, blank = does not apply)

4. Community Acceptability Test: Does this decision adhere to our community values?

	A.	B.	C.
commitment			
compassion/caring			
courage		+	+
equality	-		
family			
honesty	-	+	+
obedient			
respect		+	+
self-control			
trust			

5. Personal Value Test: Does this decision adhere to my personal values?

honesty/integrity	-	+	+
love, friendship, personal closeness	+	+	-
religion, spirituality	-	+	+
family, love, emotional security			
personal freedom, independence			

A "yes" response to all items will result in an ethical decision that is acceptable to you, your friends, and society.

My decision is to: Refuse to participate and discourage friend from cheating. If the student cheats, then turn them in.

class 7 & 8

Class 7

Activity: Group Dilemma

Objective: Students will be able to apply their values with the "Ethical Decision Making Model" to sort out a problem and suggest an ethical solution. There may be a variety of ethical solutions to the same problem.

Time: 30 minutes

Equipment/Material Needed: Copies of "Ethical Decision Making Model" for all participants; copy of "Middle/Junior High School Dilemmas."

Process:

Read one dilemma from the "Middle/Junior High School Dilemmas" to the entire group (a role play or charade could be used depending on the time available).

Give the small groups about 15 minutes to discuss and work the problem through using the "Ethical Decision Making Model."

Have several groups report on their alternative solutions, what they decided to do, and why.

Ask questions; give encouragement and positive reinforcement for appropriate ideas and solutions.

For the next session, run additional copies of the "Ethical Decision Making Model" with the group's community/society values typed in the appropriate blanks.

Optional: Encourage teachers and/or students to develop dilemmas that may be used in future classes. (This is a way to introduce the program to the faculty and a way to find out about the situations your students are dealing with on a daily basis.)

Class 8

Activity: Individual Group Dilemma

Objective: Students will be able to apply their values with the "Ethical Decision Making Model" to sort out a problem and suggest an ethical solution.

Time: 30 minutes

Equipment/Material Needed: Copies of "Ethical Decision Making Model" and an individual dilemma from "Middle School Dilemmas" (see Class 7) for each small group.

Process:

Give each small group its own dilemma from "Middle School Dilemmas" to work with.

Give the small groups 20–25 minutes to discuss and attempt to reach an agreement on a solution using the model.

Keep the small groups focused on the process. Encourage the small groups to suggest their own solutions, but be ready to make a suggestion to help. If a group picks a solution that is illegal or unethical, refer them back to the values they picked as their community values.

dilemmas

Middle School Student Dilemmas

You are getting ready to eat lunch in the cafeteria when one of your friends comes up to your table and tells you that Ms. Jones, the social studies teacher, is eating with the teachers and has left the door to her room unlocked. (You and the others at your table are scheduled to take an exam in her class this afternoon.) He asks you to watch and delay her while he runs up to her classroom and takes a look at the test. He will then share with you what he finds out.

What do you do?

A friend of yours has been wanting to date a particular guy in your class who has been dating another girl most of the year. Your friend tells you their relationship is shaky and to bring it to an end she is going to start a rumor that his girlfriend has been seeing another guy.

What do you do?

You and a friend are shopping in a local department store. A very popular CD that you want very much is on the shelf. It is the last one and you are short a couple of dollars to be able to buy it. Your friend says: "Go ahead and stick it in your pocket. You buy stuff here all the time and they have made plenty off your other purchases."

What do you do?

You have been asked by a tenth grader to go to a dance at the high school. Your parents have told you that they will not allow you to date until you are in high school. You know your parents will not allow you to even see this particular person. Your best friend says that you can stay at his/her house for the night, go out with this person, and your parents will never know about it.

What do you do?

You hear that a fellow student has done very poorly in one of his/her classes. The teacher is not well liked by the students at your school, particularly by this student. You know that this student has been visiting the teacher after school for the past couple of weeks under the pretense of getting extra help. This student mentions starting a rumor that the teacher has made sexual advances toward him/her.

What do you do?

Word is circulating through school that two of your classmates are going to meet in a local park to finish a fight that got started earlier in the day at school. More than likely, other classmates will end up fighting also.

What do you do?

Several students in your class are in competition for the top spot of the class. You notice one of them cheating on a test.

What do you do?

While at a picnic in one of your community's parks, you notice several students from your school run out of the restroom, get into a car, and drive away. You later notice smoke coming out of the vents and in a few minutes the fire department arrives. They have to chop their way through the door and extinguish the fire. This incident is clearly one of a string of fires that have recently occurred.

What do you do?

When you put on a pair of shorts from last summer, you notice they are really tight. You mention it to a friend. He/She tells you that she has been taking diet pills and has lost 10 pounds in just a couple of weeks, and they make him/her feel good. He/She offers you some to try.

What do you do?

You are taking an extremely difficult math class and just can't seem to pick it up. With your job (or sports) after school and in the evenings, you have been getting behind. Your parents are on you to maintain a B in the class so that you can get into an advanced class in high school (or the honor society, or honor roll). Your best friend has offered to let you copy his/her homework for a couple of bucks.

What do you do?

A friend's parents are leaving town for the weekend. Word is going around school that there will be a party at their house on Saturday night. You know many of these people and know that they have done a lot of damage to other homes where they have had these kinds of parties.

What do you do?

dilemmas continued

While at a party, an older, popular student spends a few minutes talking to you about school, people you both know and how he is glad that you were invited to the party. This person then tells you that later in the evening "an invited few" are going somewhere else to have something to drink. He mentions that he doesn't know whether you drink, but you are still invited.

What do you do?

Just before the last hour of school, your good friend tells you he/she has some beer/liquor in his/her locker and would like for you to go somewhere (during the last hour) after school and drink it with him/her.

What do you do?

You are invited to a slumber party. Your friend's parents are going to be out of town the night of the party. Your friend tells you that her older brother will be the chaperon. He is 17. Your parents will not allow you to stay at a friend's house without the parents present. You really want to go because all of your friends will be there.

What do you do?

You walk into the restroom and see some eighth graders exchanging money for what looks like a bottle of drugs. Your school has a strict rule against this. Your best friend's brother/sister is one of the students involved. He/she has been in trouble at school before and if he is caught again, he will probably be expelled.

What do you do?

Your friend has brought cigarettes to school. Anyone caught with cigarettes is suspended from your school. He/she asks you to give them to another student who you are going to have class with.

What do you do?

Your friends have stolen some hall passes from your favorite teachers. They ask you to go with them during the last class period of the day to watch TV at a friend's house. You can leave school with one of these passes.

What do you do?

A friend is selling candy during lunch period. This is against school rules. You would really like some candy and this friend's family could really use the money he/she makes from selling the candy.

What do you do?

You woke up late today and missed breakfast. In the rush to get to school you forgot to ask your mom for lunch money. You are starving! You find a student's lunch pass in the restroom. This pass is for students who do not have the money to pay for lunch. The student's name is written on the pass so it can be returned. You have no one to borrow money from and you know that you can get by with using this pass.

What do you do?

A friend brings a pistol to school to show off to your friends. The firing pin has been taken out so it will not fire, but it is still a "real" gun. Your school has a strict rule against bringing weapons (usable or not) to school.

What do you do?

class 9 & 10

Class 9

Activity: Small Group Dilemma Reports

Objective: Participants will hear a variety of problems and how values can help them make ethical decisions.

Time: 30 minutes

Equipment/Material Needed: Microphone if students are seated where it will be hard to hear.

Process:

Have a student from a small group read the group's dilemma from Class 8 and then report on the alternative solutions. What did they decide to do and why? Repeat with other groups as long as time permits.

Ask questions; give encouragement and positive reinforcement for appropriate ideas and solutions. If the students suggest something unethical, challenge them with their community or personal values when you know it is appropriate.

Listen for the values that you think are especially applicable to certain problems. Share those with the class that many or all had in common.

Summarize and evaluate the activity with the participants.

Notes:

- Make sure the individual ID's are ready for the next session.
- You may wish to use your school mascot, personal photo, or other appropriate picture on the individual ID.

Class 10

Activity: Your Leadership License

Objective: Students will determine if the values they picked are their "core" values and determine if they are applying them in their everyday lives.

Time: 20–30 minutes

Equipment/Material Needed: Individual "License To Lead" license for each student. (For front of license choose the format from page 25 or 27 that is most suitable for your students. For back of license, page 29 is to be used. Print and cut license to hand out to students.)

Process:

Ask students if the values they chose earlier are still their core values.

Ask students if their personal core values support the community/society values they have selected.

Ask students if they subconsciously used the "Ethical Decision Making Model" in everyday life situations. Ask them to share their experiences.

Pass out License to Lead cards and have students highlight or circle on the back side the community/society values they will use to make leadership decisions.

(If you have access to laminating capabilities, have the cards laminated after the students have highlighted or circled their community/society values.)

class 11-14, 15

Class 11 - 14

Activity: Follow-up

Objective: Students will report on how their community/society and personal values are being exhibited in the media.

Equipment/Material Needed: TV, VCR, newspapers, magazines, CD/tape player if done in the classroom.

Process:

Over the next 4-5 weeks, have students and their family watch a TV program and/or a movie, read a section from the newspaper or a magazine, look at some advertising, and listen to a popular song. (You may also do this in the classroom.)

The students are to identify the community/society values that the class picked that are being reinforced/supported or weakened/opposed in the media.

One day each week, have the students report in their small groups and then have one person from each group report to the entire class with one of their examples and then give the group's conclusion.

Repeat as long as time permits.

What did they learn from this activity?

Class 15

Activity: Evaluation

Objective: Students will discuss the most important thing they learned from the program.

Time: 25-30 minutes

Equipment/Material Needed: Overhead projector and blank transparencies, chalkboard, or flip chart; copies of "Evaluation."

Process:

Discuss in small groups "the most important thing students learned from this program."

Have each student share with the entire group the single most important thing they learned from the program. Record these on overhead, chalkboard, or flip chart.

Hand out student evaluation. (This may be altered to meet your needs.)

Collect and tabulate.

LICENSE TO LEAD

STUDENT

HANDOUTS

Permission to copy the following pages for educational use by students participating
in *License to Lead* is hereby granted.

LICENSE

To

LEAD

License To Lead is a program designed to increase a young person's understanding of positive leadership through ethical decision making. This program provides an excellent opportunity for parents, schools, and community organizations to join in partnership for developing attitudes to become better citizens.

Program Objectives

1. Provide students with an understanding of the characteristics needed for positive leadership.
2. Provide participants with a system of principles based on values and ethics that promote positive leadership.
3. Provide participants with definitions of values and ethics.
4. Develop an understanding of how values and ethics are acquired.
5. Develop a personal and school/community creed.
6. Provide participants with a process for making ethical decisions.
7. Provide participants with the opportunity to explore the application of ethical values to school and society.
8. Develop an understanding of the relationship between values and ethics and leadership.

TWENTY

CHARACTERISTICS

FOR

LEADERSHIP

1. A leader is truthful/trustworthy.
2. A leader should be a good teacher and communicator.
3. Leaders must provide a "vision" of where they are going.
4. A leader must be able to motivate others.
5. A leader must be a hard worker.
6. A leader must have a positive attitude.
7. A leader is committed.
8. A leader is physically, emotionally, and spiritually strong.
9. Leaders believe in themselves.
10. Leaders must take care of their people.
11. Leaders give others credit.
12. Leaders treat all people alike.
13. Leaders are good listeners.
14. Leaders are enthusiastic.
15. Leaders should have a sense of humor.
16. Leaders should be open-minded.
17. Leaders take responsibility for their actions.
18. A leader must be informed and knowledgeable.
19. Leaders must manage their time well.
20. Leaders stand up for what they believe.

From: *Taking Charge: Making The Right Choices*, Perry M. Smith ©
1993, \$10.95 by Avery Publishing Group Inc., Garden City Park,
N.Y.; 800-548-5757. By permission.

WHAT'S IMPORTANT TO ME

Take a few minutes to think about the meaning of the items listed below. Indicate with a check mark the items that are important to you.

- ☐ 1. A physical appearance to be proud of
- ☐ 2. To graduate with honors
- ☐ 3. Being an honest person
- ☐ 4. To have political power
- ☐ 5. Being known as a "real" person
- ☐ 6. A meaningful relationship
- ☐ 7. Have good self-confidence & personal growth
- ☐ 8. Enjoyment of nature & beauty
- ☐ 9. A life with meaning, purpose, fulfillment
- ☐ 10. Continuing to learn and gain knowledge
- ☐ 11. A chance to help the sick and disadvantaged
- ☐ 12. To be attractive to others
- ☐ 13. Some honest & close friendships
- ☐ 14. A long and healthy life
- ☐ 15. A meaningful relationship with God
- ☐ 16. A good marriage
- ☐ 17. Satisfaction/success in the career of your choice
- ☐ 18. An equal opportunity for all people
- ☐ 19. Freedom to live life as you want
- ☐ 20. A financially comfortable life
- ☐ 21. Accomplish something worthwhile
- ☐ 22. A secure and positive family life
- ☐ 23. An enjoyable, leisurely life
- ☐ 24. Unlimited travel, fine foods, entertainment, recreational and cultural opportunity
- ☐ 25. Getting things changed for the better
- ☐ 26. A beautiful home in the setting of your choice
- ☐ 27. A chance to develop creativity/potential in any area
- ☐ 28. Owning a possession of great value
- ☐ 29. To speak up for my personal beliefs
- ☐ 30. To have better feelings about myself
- ☐ 31. To be needed and to be important to others
- ☐ 32. To be a good parent
- ☐ 33. To have a better relationship with my parents
- ☐ 34. To be sexy
- ☐ 35. To persevere in what I am doing
- ☐ 36. Time for prayer
- ☐ 37. To give of myself freely in helping others
- ☐ 38. A safe and secure environment
- ☐ 39. To be loved by a special few
- ☐ 40. To be trusted by others

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List below the number of the 4-5 items that are most important to you.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

When you have listed the 4-5 items that are most important to you, refer to the "Characteristics" sheet and write the appropriate characteristics based on the numbers selected.

VALUE

CHARACTERISTICS

Numbers	Characteristics
5	Sincerity
3, 40	Honesty, integrity
7, 30	Emotional well-being, stability
8	Artistic appreciation
2, 10	Education, intelligence, wisdom
11, 37, 18	(Altruism) Compassion, fairness, justice
1, 12, 34	Appearance, beauty, approval
6, 13, 31, 39	Love, friendship, personal closeness
14, 38	Health, personal safety, security
15, 36	Religion, spirituality
16, 22, 32, 33	Family, love, emotional security
9, 17, 21, 27	Fulfillment, intellectual and vocational achievement
19	Personal freedom, independence
20, 26, 28	Financial security, money, status
23, 24	Pleasure, travel, material satisfaction
4, 25	Power, achievement
29	Courage
35	Perseverance

Write the Value Characteristic that corresponds to the numbers selected on the checklist.

1. _____
2. _____
3. _____
4. _____
5. _____

KEY

TERMS

DEFINED

- **VALUES:** Those inner standards from which you receive the motivation to act as you do and by which you judge behavior (both yours and others).
- **MORAL VALUES:** Those inner standards of right and wrong from which you receive the motivation to act as you do and by which you judge behavior (both yours and others).
- **ETHICS:** A set of beliefs about conduct based on moral values.

Values/Moral Values

1. Going to the movies or the mall.
2. Borrowing a friend's report or plagiarizing one from a textbook.
3. Eating with friends at Pizza Hut or McDonalds.
4. Skipping school to go to the mall, arcade, or a friends house whose parents are not home.

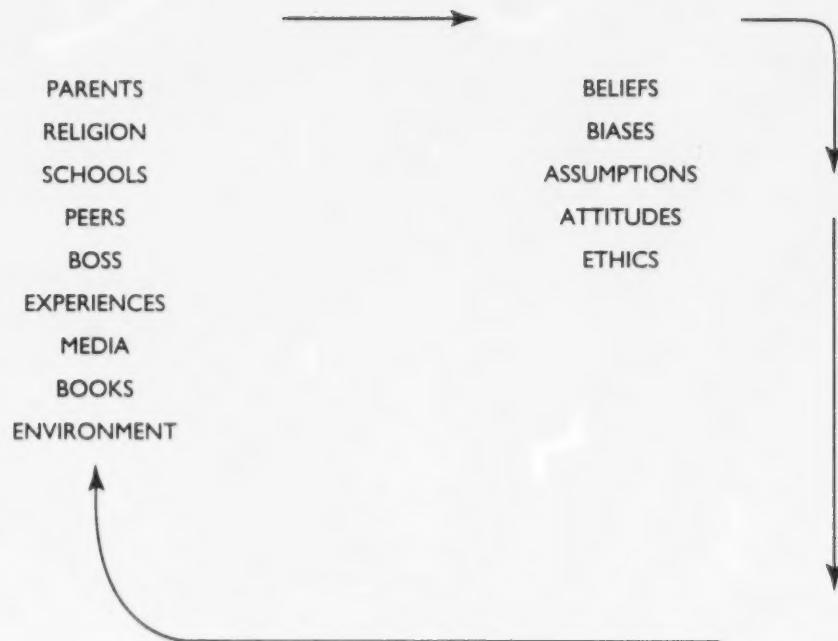
Criteria For A Core Value

- **CHOSEN:** Something that you selected freely from alternatives after careful examination and clearly understanding the consequences of your selection.
- **PRIZED:** Being happy with your choice and willing to stand up and tell others what you believe/selected.
- **ACTS:** You act on your choice repeatedly in your daily life.

VALUES

PROCESS

MODEL



VALUE

ACQUISITION

- **IMPRINTING:** Children learn values from their parents and other family members (e.g. eating habits, sharing toys, honesty, cleanliness).
- **MODELING:** Children tend to model their behavior after someone they consider "ideal." Parental influence decreases as children are exposed to experiences outside the family (e.g. athlete, movie/TV star, singer, older brother/sister, grandparent).
- **SOCIALIZATION:** Adolescents are influenced most by their friends. Kids begin to sort, define and validate attitudes, beliefs and standards into a value system. The independent person is beginning to emerge (e.g. Guess jeans, Nike tennis shoes, "cool," the mall).
- **YOUNG ADULT:** Young adults' value systems are tested against the "real world." Core values develop from these tests (e.g. "Why?" to the way things are done, honesty, being on time.)
- **LOCKIN:** Adults, for the most part, have a definite value system. Values do not alter significantly unless a major emotional experience affects the person.

Source: Morris Massey, *The People Puzzle*, Reston, Virginia: Reston Publishing Company, Inc., 1979.

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Community/Society Based Values

Abstinence: voluntarily refraining from an improper use of alcohol, drugs, and involvement in sex.

Citizenship: response to the needs of a community.

Commitment: being willing to take a personal stand and/or accept a responsibility and follow through with it.

Compassion/caring: sympathetic concern and desire to help someone in need.

Competition: determine the best among participants through some sort of contest.

Cooperation: working positively with others to accomplish a task.

Courage: maintaining one's beliefs and opinions even when it is difficult or unpopular to do so.

Courteous: respect for and consideration of others.

Democracy: government in which the people hold the power of authority.

Discretion: careful consideration before acting or speaking.

Equality: all people are entitled to the same rights and treatment.

Faith: belief and trust in and loyalty to God.

Family: being sensitive to and supportive of the needs of the family.

Freedom: the right to choose one's works and actions without infringing on the rights of others.

Goal Setting: the act of determining an intended goal.

Humanity: belief that all people are equally valuable members of our society.

Honesty: refusing to lie, steal, or deceive in any way.

Initiative: recognizing the need and taking the responsibility for beginning a task on one's own.

Justice: fair treatment.

Loyalty: faithfulness to something or someone to which one is bound by pledge or duty.

Kindness: treating others with concern and respect.

Obedient: compliance with the demands or requests of one in authority.

Patience: waiting calmly.

Perseverance: staying with a task; not giving up.

Reliability: being able to be counted on to meet one's responsibilities.

Respect: demonstrating regard for life, self, others, property, rules, and authority.

Responsibility: dependable fulfillment of obligations to one's self and others.

Self-control: dealing with one's own emotions and behaviors in an acceptable manner.

Service: using time and effort to help others.

Tolerance: willingness to accept others.

Trust: confidence in the integrity, ability, character and truthfulness of others.

Ethical Decision Making Model

1. What is the problem? _____
 What are the circumstances out of which the problem arose? _____

2. What is/are the RESULT(S) I want to achieve? _____

3. What are three possible solutions (decisions)?

A. _____
 Advantages Disadvantages

B. _____
 Advantages Disadvantages

C. _____
 Advantages Disadvantages

Solutions Tests

y = yes, n = no, blank = does not apply)

4. Community Acceptability Test: Does this decision adhere to our community values?

	A.	B.	C.
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

5. Personal Value Test: Does this decision adhere to my personal values?

	A.	B.	C.
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

A "yes" response to all items will result in an ethical decision that is acceptable to you, your friends, and society.

My decision is to: _____

LICENSE TO LEAD

NAME

ADDRESS

CITY STATE ZIP

The bearer of this license has agreed to know, to choose, and to act upon the values needed to become a qualified leader.

SIGNATURE



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RESPECT COOPERATION PERSEVERANCE
SERVICE CITIZENSHIP RELIABILITY DEMOCRACY
TOLERANCE FAMILY COURTEOUS DISCRETION
HUMANITY RESPONSIBILITY SELF-CONTROL
JUSTICE LOYALTY ABSTINENCE HONESTY
PATIENCE COURAGE COMMITMENT
INITIATIVE FREEDOM KINDNESS TRUST
COMPASSION/CARING COMPETITION TOLERANCE
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GOAL-SETTING EQUALITY OBEDIENT FAITH

Student Evaluation

1. How would you rate the overall program?

5 4 3 2 1 (5 = excellent, 1 = poor)

Comments: _____

2. Rate the activities:

"Leadership Characteristics"	5	4	3	2	1
"What's Important to Me/Value Characteristics"	5	4	3	2	1
"Value Acquisition/A Hero's Values"	5	4	3	2	1
"Community/Society Values/School Creed"	5	4	3	2	1
"Ethical Decision Making Model"	5	4	3	2	1
"Ethical Dilemma"	5	4	3	2	1
"Small Group Dilemma"	5	4	3	2	1
"Your Leadership License"	5	4	3	2	1
"TV/Movies/Music/Newspaper/Magazine Reports"	5	4	3	2	1

Comments: _____

3. What was the most valuable thing you gained from the program?

Comments: _____

4. What is something you will do as a result of what you learned from the program?

Comments: _____

(Make additional comments on the back if needed.)

Interested in
more information
about values
education? Check
out these NASSP
resources...

- **Values Education**, a theme section *NASSP Bulletin*, April 1996. (Order #1109604)
- **Ethical Decision Making in the Workplace and Society for Young Adults**, a workshop kit (Order #6619101)
- **"Helping Middle Level and High School Students Develop Trust, Respect, and Self-Confidence."** *NASSP Practitioner*, April 1995. (Order #1509504)
- **"Students, Values, and Society."** *Schools in the Middle*, Spring 1992 (Order #1709203)

Community of Caring

THROUGH A partnership with the Joseph P. Kennedy, Jr., Foundation, NASSP is proud to be a part of the Community of Caring, a values-education program designed to integrate values and values discussions into the school community.

Founded by Eunice Kennedy Shriver and developed by a group of philosophers, educators, health specialists, legal professionals, ethicists, policymakers, and psychologists, Community of Caring includes the following components:

- Teacher Training
- Values Discussion
- Teen Forums
- Family Involvement
- Service Learning.

The program builds confidence, decision-making skills, responsibility, and commitment to values—especially caring. This program helps young people care, not only about themselves, but also about others and their communities. Teens make decisions that help strengthen family relationships, encourage caring, and experience a greater sense of confidence and self-worth.



For more information, contact NASSP at (703) 860-0200
or (800) 253-7746; fax (703) 476-5432; or e-mail
nassp@nassp.org

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NEAA

**Your NASAA is committed to quality adult
training in student activities and leadership.**

NASSP sponsors the following organizations, administered by the
Department of Student Activities:

